



**THE STUDENTS' PERCEPTIONS TOWARD TEACHER'S STYLE IN
TEACHING READING COMPREHENSION AND READING ABILITY AT
THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT UNISMA**

SKRIPSI

By:

Ikrawansyah (21401073030)



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2021

ABSTRACT

Ikrawansyah, 2021, *The Student's perception Toward Teacher's Style Teaching Reading Comprehension and Reading Ability at the 3rd Semester of English Department UNISMA*. Advisor: (I) Dr. Muhammad Yunus S.Pd., M.Pd., (II) Febti Ismiatun S.Pd., M.Pd.

It is wondering to the matter about how students can overcome understanding on their reading comprehension. Since, perception on teachers' style teaching comprehension as the bridge of students reading ability. Therefore, to build up student's perception, teachers should have various type of teaching in order to ease student's understanding and it will correlate to their learning approach for reading which make students successful in their comprehension.

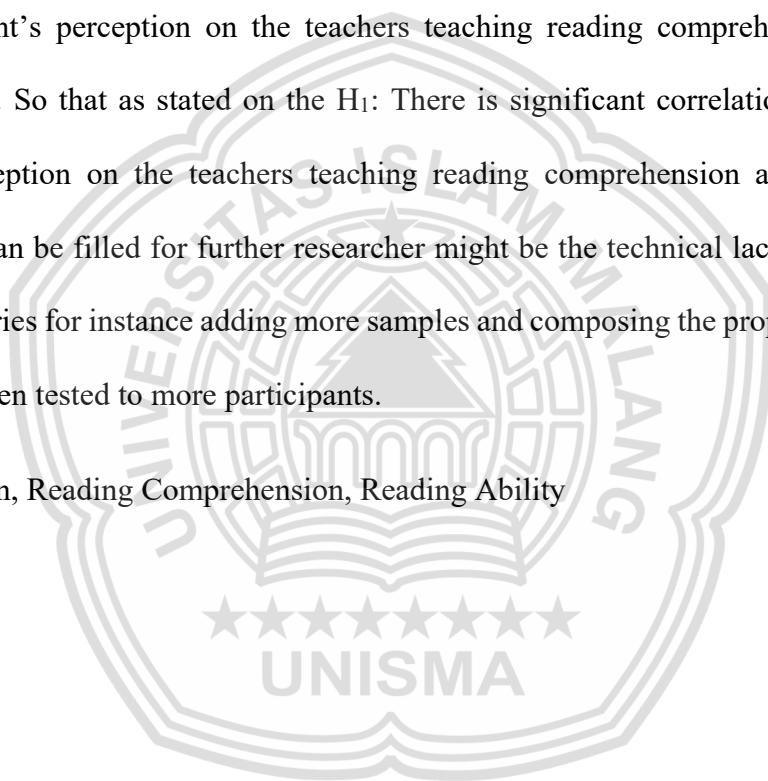
The aim of the study to find out students' perception toward teachers' style teaching comprehension and reading ability at the 3rd semester of English Education Department Unisma. This research used qualitative method it means that the researcher collected and analyzed the data statistically from the questionnaire of student's perception on the teachers teaching reading comprehension and reading ability. The researcher give the questionnaire to be filled by the participant, and the researcher would collect the scores of reading final test from their reading lecturer. To find out the correlation between students' perception on the teachers teaching reading comprehension and reading ability, the researcher used the correlation formula by Pearson Product Moment Correlation Formula Test. The researcher used IBM SPSS 20 to make easy in calculating the correlation.

The final analysists using Pearson Product Moment Correlation. The two tailed was used based on the hypothesis from this research was "There was a significant

correlation between students; perception on the teachers teaching reading comprehension and reading ability”. The result of IB< SPSS showed that the mean of final score in reading course was 99.35 with standard deviation 10.123. The mean score of students’ perception was 98.35 with standard deviation 10.360. Students’ perception and reading ability was at.930 with P value was at .000. Therefore, the level of significance indicates that the P values was less than 0,05 or $0.000 < 0.05$

As the final result, the researcher believes that there is significant correlation between student’s perception on the teachers teaching reading comprehension and reading ability. So that as stated on the H_1 : There is significant correlation between students’ perception on the teachers teaching reading comprehension and reading ability. Gaps can be filled for further researcher might be the technical lacks to apply the whole theories for instance adding more samples and composing the proper test that should have been tested to more participants.

Keyword: Perception, Reading Comprehension, Reading Ability



CHAPTER I

INTRODUCTION

In chapter I, the writer presents several parts. They are the background of the study, statement of the problems, objective of the study, hypothesis, scope and limitation, significance, and definition of key terms of the study.

1.1 Background of the study

One of strategies which should be managed and applied in teaching and learning process is reading strategies. It is the objectives of teaching reading because in learning English, reading is important for language learning development and for student learning life in general. For learning the language, reading is the one basic instruction for all aspects. Wherever, reading showed the dynamic interaction between background knowledge of reader, where the context situation formed the meaning (Dutcher, 1990). Yang (2002) stated that understanding of the interconnecting in a dynamically and progressively is necessary in order to realize for understanding a text will be success.

Teachers' goal for structuring students' activities and engaging them in classroom is another concept that correlate with students' perceptions. Then, when the teacher has an inner goal in teaching reading comprehension, It will increase students' reading comprehension, Harmer (2007). One of significant indicator in teaching reading comprehension is when student feel pleased with the process, Antoniou and Sideridis (2008). Ryan and Harrison (1995) and Cashin and Downey (1992, 1999) as cited by Centra and Gaubatz (2005) also found that "student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness." Students' perception not only from the own context, however it's about how their environment in they learned support their learning because those are influenced from/by the students' perspective in assessment of conventional and alternative,

Entwistle's (1991) as cited by Struyyen, Dochy and Janssens (2002). According to Hakim (2015), there are various competences which are needed for teaching and learning process, especially in teaching professional, those are included by personal competence, social competence, pedagogical competence and professional competence, the aims of the four competences is to provide students' knowledge. So, the professional teachers have an important role to form the students' attitude and mindset in realizing the quality of good education.

Based on the students' perception on the teachers' teaching reading comprehension, should have any relation between students and teacher in learning reading process. Therefore, if a student has a good perception for teachers who teach in reading comprehension major, it will correlate to their learning approach for reading which make students successful in their comprehension. In case for reading class, if in teaching and learning process teachers only used speech or telling topic by topic and teachers does not accustom for students to read and improve their comprehension about text, it will make them really bored and uninteresting for reading. Baker and Wigfield (1999) stated that basically if students does not have desire to read by themselves, they cannot independently to do. They also stated if high motivated students spend more their time in reading, but also for unmotivated students, they have little initiative to read. Pierloni (2012) stated that motivation, time spent in reading and achievement have a relation each other. It is really decent for the teacher attention about student motivation of their reading, because those are related to reading achievement in student's self-efficacy or confidence level such as in their attitudes, beliefs and perception. If a student has low or high confidence level, it will give bad or good impact of their reading achievement. In other word for teaching students, a teacher must to know about competence as teacher. Blaskova, Blasko & Kucharcikova (2014) stated that "a university teacher direct

and permanent contact with the students like provides information and knowledge, helps to acquire, improve and develop skills in their competencies.”

The important thing in reading is understanding and comprehending a text. Reading is not only word and sentence which is written, but the meaning and information that need to be understood by the reader. Beside that, teachers should have various type of teaching in reading to make students easily for understanding, more precisely in reading comprehension. Richards & Renandya (2002) stated that “teachers think and decide what students will learn at each grade level. Teaching students to become effective readers is an important goal of the compulsory years of schooling.” It can be seen from literal to inferential and critical level if teaching student can develop their vocabulary and knowledge about everything like; about English grammar and students’ skill to elaborate word by word, how they are able to fluently in reading and comprehend the text effectively, Queensland Curriculum & Assessment Authority (2010). According to Roit (2016), using text structure can improve comprehend when students read, so that’s a necessity by the teacher itself to help them in teaching process. Richards & Renandya (2002) said that in reading strategy, teacher exemplifies the skills by providing some facilities to the students like doing cooperative learning, reciprocal teaching and improving their texts comprehension.

Brown (2007) said reading comprehension is when students can understand and get the point. Even though this definition is simple statement, but in fact it is hard to practice, learn and teach because there are two substances to compose the reading comprehension, such as vocabulary knowledge and comprehend the text. Roit stated that comprehension skill is the procedure in understanding the text which used by the reader; while comprehension strategies is a cognitive process that reader has brought to the content from the text. Students tend to have problems in understanding of reading English language because they may feel haven’t ability about it, in fact by using cognitive processes and understanding information in

English text, the approach in their reading understanding might be better (Mikulecky and Jeffries (2004)). Based on Richards & Renandya (2002), reading for comprehension is principle way when doing reading because it's important way for comprehension when make students raise their consciousness to get main idea for the text and investigate them to draw up the text.

Rahman (2004) stated that until now reading English texts is very important because reading is also needed to answer or solve the problem of what someone read; hence knowledge gained from reading it is very necessary. However, the important thing in teaching reading comprehension have some factors, like motivation, beliefs and observed student in classroom because it give a significant impact to develop their desire to read. Based on Richard & Renandya (2002), to make students as strategic reader, teaching reading is one of the goals to help develop it. Richard & Renandya (2002) also said that strategies improves understanding and efficiency in reading, students will follow the reading strategies used by expert readers and this strategy helps them in understanding, the knowledge which connect in reading text one with other. These three points are things that will be obtained from the students.

The research conducted to find there is any correlation between students' perception toward teachers way in teaching reading comprehension and reading ability. Based on the reasons mentioned above, the researcher interested to do the research entitled: The Students' Perception Toward Teachers Way in Teaching Reading Comprehension and Reading Ability of Third Semester in University of Islam Malang.

1.2 Research Problem

Based on the background of study explained above, this statement of the problem could be formulated as followed:

1. How is the students' perception on the teaching styles of teachers teaching reading comprehension in the third semester students in University of Islam Malang?
2. Is there any differences between students' perception on the teaching reading comprehension and reading ability of third semester students in University of Islam Malang?

1.3 Purpose of the Study

As formulated above, the purpose of the study stated as follows:

1. To find out students' perception on the teaching styles of teachers teaching reading comprehension in the third semester in University of Islam Malang.
2. To find out the correlation between students' perception on the teaching reading comprehension and reading ability of third semester in University of Islam Malang.

1.4 Hypothesis

A hypothesis in this research is the basic assumption of how the result of the research would be. It is a prediction of a phenomenon. Moreover, in formulated the hypothesis, the researcher ensured that the hypothesis is real based on fact. There is a hypothesis:

There is significant difference between students' perception of the teachers teaching reading comprehension and reading ability on students of third semester in University of Islam Malang.

1.5 Significance of the Study

Hopefully, the finding for this research gave the information about how strong the students' perception on the teachers teaching reading comprehension correlated with reading ability on students of third semester in University of Islam Malang. More information was

expected to be useful for the researcher, English teachers and the development of knowledge. The finding of the study would supply additional knowledge about students' perception of their teachers teaching reading comprehension and it could correlate for their reading ability.

For the researcher, it give him the obvious description about students' perception of the teachers teaching reading comprehension which connect with reading ability. Then the implication of the finding research would be suggested to related people for the sake of developing the process of reading ability.

For the English lecture, the finding of this research hopefully can inspire them to teach, learn and improve their students' reading comprehension, therefore as well as explanation of teachers can help and increase students' reading ability. Moreover, this study can be guidance for the teachers' reading comprehension to enrich their material and media in assesses their students' reading ability.

For other researcher, this thesis will give some contribution and information about students' perception of the teachers teaching reading comprehension which connect with reading ability. The result of research is expected to give some contributions to students, teachers, and future researches.

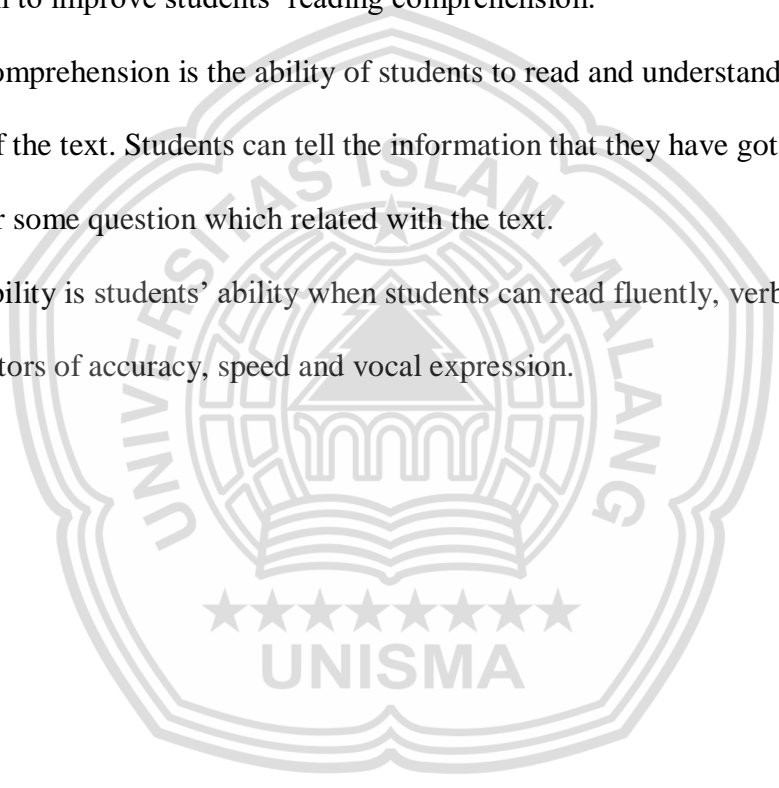
1.6 The Scope and Limitation of the study

This research only focused on the students' perception of the teachers teaching reading comprehension influenced their achievement in reading ability. The subject of this study was third semester students in University of Islam Malang. The researcher chose the students of third semester because reading major was focused by their semester.

1.7 Definition of Key Terms

Considering was not having a misunderstanding of the definition of the term in this study, so the researcher clarifies in the subchapter.

1. Perception is a good or bad response by students about their teacher's teaching model in reading comprehension.
2. Teachers teaching reading comprehension is teachers who teach reading skill and he/she can make students understand easily to comprehend a text and explain clearly based on the content. As a teacher, they will give a good attention and explanation to improve students' reading comprehension.
3. Reading comprehension is the ability of students to read and understand about the meaning of the text. Students can tell the information that they have got after read and answer some question which related with the text.
4. Reading ability is students' ability when students can read fluently, verbally with several factors of accuracy, speed and vocal expression.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this research and some suggestions for students, lecturers, future researchers and all of readers.

5.1 Conclusions

In this study, there were some conclusions related the problem, purpose, and hypothesis of the research. Based on the data described in previous chapter, the mean of students' perception was 98.95 and standard deviation was 10.360, the mean of reading score in final test was 99.35 and standard deviation was 10.123. The researcher had $N = 40$ students from two classes of Reading 3 in this research, with degree of freedom was 38 ($N-2 = 40-2=38$). Then, it known r -observed of students' perception on the teachers teaching reading comprehension was .930 and P -value at .000 in level of significant presented by Sig.(2-tailed) and it indicated P value was less than 0.05, or $.000 < 0.05$. Beside that, the correlation for this research was significant at 0.01 by using SPSS 20 version, it found at r -critical of 0.05 was 0.304 and at 0.01 was 0.393. So, r -observed $\geq r$ -critical or $0.930 \geq 0.393$, in the terms of size r -observed was very higher than 0.80 and in percentage of correlation was $0.930^2 = 0.8649 = 86\%$. The last result of description above, it could be concluded, there was significant correlation between students' perception on the teachers teaching reading comprehension and reading ability, for alternative hypothesis (H_1) was accepted and the null hypothesis was rejected because it was significance at 0.01.

Furthermore, this result could answer the research problem which has been stated on the first chapter. So, students' perception on teachers teaching style in Reading 3, especially for students in class A and B was correlated with their reading ability. In other words, teaching style related by what the student needed in learning process in reading class. Students' perception whether good or not on their Reading teachers teaching style also gave the relation

on their achievement and understanding in reading comprehension. The result to answer the first research problem about how students' perception on the teaching styles of teachers' teaching reading comprehension, can be seen in attachment.

5.2 Suggestions

Based on the results and discussions, the researcher would like to propose some suggestion:

1. According to the conclusions of this research, students' perception about teaching style was needed by the students because based on the result on questionnaire, most of students are really motivated when their teachers gave extrinsic motivation to improve and develop their reading comprehension. Another way, to make the students enjoy the reading class and increase their reading comprehension. Some researchers said that intrinsic motivation is influenced by extrinsic motivation.
2. To make the students enjoy in reading process, the teacher should have goal and another way to make students be better in their reading comprehension. Build the good atmosphere in the class and motivate students both extrinsically and intrinsically, and also encourage them to do practice in the variety of interesting texts.
3. The researcher felt that this research was not perfect. So, the next researcher can develop this study by using the other skill and instruments in the next research that make the result more complete and perfect. It is expected to the next research to be practical for other research development.

REFERENCE

- Antoniou, F. & Sideridis, G. D. (2008). Prediction of reading comprehension, reading interest and reading efficacy from teaching styles and classroom climate: A multilevel random coefficient modeling analysis for students with learning disabilities. *Advances in Learning and Behavioral Disabilities*, 21, 223-251
- Badea, M. (2012). Students' perception of teaching reading. A pilot study. *Journal of educational sciences and psychology*, 2(1), 93-98. Retrieved from https://www.google.co.id/search?q=Students%E2%80%99+perception+of+teaching+reading.+A+pilot+study+Mihaela+Badea*&oq=Students%E2%80%99+perception+of+teaching+reading.+A+pilot+study+Mihaela+Badea*&aqs=chrome..69i57.589j0j7&sourceid=chrome&ie=UTF-8
- Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly*, 34(4), 452-477. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.3787&rep=rep1&type=pdf>
- Blaskova, M., Blasko, R., & Kucharcikova, A. (2014). Competences and competence model of university teachers. *Procedia – Social and Behavioral Sciences* 159 (2014), 457-467. Retrieved from https://ac.els-cdn.com/S1877042814065379/1-s2.0-S1877042814065379-main.pdf?_tid=af85fcb4-11eb-11e8-8d95-00000aab0f01&acdnat=1518656640_e4e2cf7e9eb340dd77ed7375a2b38cd4
- Bolukbas, F. (2013). The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language. *Educational research and reviews*, 8(21), 2147-2154. Retrieved from <https://eric.ed.gov/?id=EJ1017594>
- Broek, P. V. D., & Espin, C. A. (2012). Connecting cognitive theory and assessment: measuring individual differences in reading comprehension. *School psychology review*, 41(3), 315-325. Retrieved from https://www.researchgate.net/publication/285908866_Connecting_cognitive_theory_and_assessment_Measuring_individual_differences_in_reading_comprehension
- Brown, H. D. (2007). *Teaching by principles an interactive approach to language pedagogy* (3rd ed). USA: Pearson Education.
- Burns, P. C., Roe, B. D., & Ross, E. P. (1996). *Teaching reading in today's elementary school* (6th ed). USA: Houghton Mifflin Company.
- Callahan, J. 1987. *Teaching in the secondary school*. Macmillan Publisher Co. Inc. New York.
- Centra, J. A., & Gaubatz, N. B. (2005). Student Perceptions of Learning and Instructional Effectiveness in College Courses. *Listening, learning, leading*. Retrieved from <https://www.ets.org/Media/Products/perceptions.pdf>

- Chapelle, C. A., & Hunston, S. (Eds.). (2009). *Reading in a second language*. New York: Cambridge University Press
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. UK: Cambridge University Press.
- Dutcher, P. (1990). Authentic reading assessment. *Practical Assessment, Research & Education*.
- ETUCE (European Trade Union Committee for Education) (2008). Teacher Education in Europe. An ETUCE Policy Paper. Brussels: ETUCE. Retrieved from https://www.csee-etu.org/images/attachments/ETUCE_PolicyPaper_en.pdf
Evaluation, 2(6). Retrieved May 4, 2010 from <http://PAREonline.net/getvn.asp?v=-2&n=6>
- Gilakjani, A. P., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International journal of English linguistics*, 6(5), 180-184. Retrieved from <http://www.ccsenet.org/journal/index.php/ijel/article/viewFile/60893/33987>
- Gove, A., & Wetterberg, A. (Eds.). (2011). *The early grade reading assessment*. USA : RTI Press Book Series. Retrieved from <https://files.eric.ed.gov/fulltext/ED531301.pdf>
- Gray, M. J., & Hennebery, M. (1986). Good readers and their reading strategies. *Reading Horizons*, 27(1), 38-44. Retrieved from http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1775&context=reading_horizons
- Guthrie, J. T et al. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, 96(3), 403-423. Retrieved from <http://www.cori.umd.edu/research-publications/2004-guthrie-wigfield-et-al.pdf>
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Reading research handbook*, Vol. III. (pp. 403–424) Mahwah, NJ: Erlbaum. Retrieved from https://books.google.co.id/books?id=4h6HDQAAQBAJ&printsec=frontcover&source=gs_ge_summary_r&cad=0#v=onepage&q&f=false
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Read Res Q*, 48(1), 9-26, doi: 10.1002/rrq.035.
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the performance of learning. *The International Journal of Engineering and Science (IJES)*, 4(2), 01-12. Retrieved from <http://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf>
- Harhaf, N. (2014). *Improving reading ability and vocabulary mastery through jigsaw on seventh grade of SMP1 Batu*. (Unpublished thesis). University of Islam Malang, Malang.

- Harmer, J. (1998). *How to teach English*. Malaysia: Pearson Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge: Pearson Longman.
- Hudson, T. (2007). *Teaching second language reading*. New York: Oxford University Press.
- Kamali, M. (2016). *Profesi kependidikan*. Malang: University of Islam Malang.
- Khandaghi, M. A., & Farasat, M. (2011). The effect of teacher's teaching style on students' adjustment. *Procedia Social and Behavioral Sciences*, 15, 1391-1394. Retrieved from <https://profdoc.um.ac.ir/articles/a/1021955.pdf>
- Knoll, C. L. (2000). *The relationship between motivation and reading comprehension*. (Masters Theses). Retrieved from <http://scholarworks.gvsu.edu/theses>
- Kulinna, P.H., & Cothran, D. J. (2003). Physical education teachers' self-reported use and perceptions of various teaching styles. *Learning and Instruction*, 13, 597-609. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0959475202000440>
- Larson, K., Ledger, K., & Mastel, A. (2016, May). *Increasing motivation to improve reading comprehension*. Paper session presented at the Masters of Arts in Education Action Research, Minnesota, United States.
- Mathers, N., Fox, N., & Hunn, A. (2007). Surveys and questionnaires. The NIHR RDS for the East Midlands/Yorkshire & the Humber. Retrieved from https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf
- McBer, H. (2000). *A model of teacher effectiveness*. Retrieved from http://ateneu.xtec.cat/wiki/form/wikiexport/_media/formgest/equips_directius/st02/bloc_5/5_rr216investigacio_professors_eficients.pdf
- Mickulecky, B.S. 2008. *Teaching Reading in a Second Language*. San Fransisco: Pearson
- Mikulecky, B. S. & Jeffries, L. (2004), *More reading power: Reading for pleasure, comprehension skills, thinking skills, reading faster*, 2nd Ed, New York: Pearson Education
- Mistar, Junaidi. 2013. *Statistics for Elt Studies*. Malang: University of Islam Malang.
- Moorman, K., & Ram, A. (1994). *A functional theory of creative reading*. Georgia: Georgia Institute of Technology, College of Computing. Retrieved from <https://www.cc.gatech.edu/faculty/ashwin/papers/git-cc-94-01.pdf>
- Muhammad, S., Muslem, A., & Sari, D. F. (2017). The students' perceptions toward teacher's way in teaching reading comprehension. *Research in English and Education*, 2(1), 83-92. Retrieved from <http://www.jim.unsyiah.ac.id/READ/article/view/3228>

- Novita, P. (2015, June). *The effect of student's perception on teachers' performance and learning styles towards student's reading comprehension*. E-proceeding of the International Conference on Social Science Research. Melia Hotel Kuala Lumpur, Malaysia.
- Nunan, D. (Ed). (2003). *Practical English language teaching* (1st ed). New York: McGraw-Hill.
- Pang, J. (2008). Research on good and poor reader characteristic: implication for L2 reading research in China. *Reading in a foreign language*, 20(1), 1-18. Retrieved from <http://nflrc.hawaii.edu/rfl/April2008/pang/pang.pdf>
- Parlindungan, F. 2011. *Improving Reading Comprehension Skill through Cooperative Controversy Technique of the Second Semester Students at English Department of Islamic University of Malang*. Unpublished Thesis. Malang: FKIP Islamic University of Malang.
- Pierleoni, Chelsea. (2012). *Student perceptions of their own reading achievement and the motivational factors which affect this achievement*. (Unpublished thesis). St. John Fisher College, New York.
- Queensland Studies Authority., & Queensland Government. (2010). *Teaching reading and viewing: comprehension strategies and activities for years 1-9*. Australia: University of Queensland.
- Rahman, Md. H. (2007). *An evaluation of the teaching of reading skills of English in Bangladesh*. (Unpublished thesis). University of Rajshahi, Bangladesh.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching*. New York : Cambridge University Press.
- Roit, M. L. Effective teaching strategies for improving reading comprehension in K-3 students. Retrieved from <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/research-white-paper-comprehension.pdf>
- Ryder, R. J., & Graves, M. F. (2003). *Reading and learning in context areas* (3rd ed). United State: John Wiley & Sons.
- Struyyen, K., Dochy, F., & Janssens, S. (2002, August). *Students' perceptions about assessment in higher education: a review*. Paper session presented at the Joint Northumbria/Earli SIG Assessment and Evaluation Conference: Learning communities and assessment cultures, University of Northumbria, Newcastle.
- Sulistyo, G. H. (2011). Reading for meaning. *Theories teaching strategies and assessment*. Published: Pustaka Kaiswaran State University of Malang.
- Yahya, M. (2017). *The correlation between reading comprehension and translation ability on students of translation class at University of Islam Malang*. (Unpublished thesis). University of Islam Malang, Malang.



- Yang, Y. (2002). Reassessing readers' comprehension monitoring. *Reading in a Foreign Language*, 14, 18–42. Retrieved from <http://nflrc.hawaii.edu/rfl/April2002/yang/yang.pdf>
- Yovanoff, P., Duesbery, L., Alonzo, J., & Tindal, G. (2005). Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational measurement: issues and practice*, 24(3), 4-12. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3992.2005.00014.x/pdf>
- Yusuf, Y. Q., Natsir, Y., & Hanun, L. (2015). A Teacher's experience in teaching with student teams-achievement division (STAD) technique. *International journal of instruction*, 8(2), 99-112. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1085301.pdf>
- Zaeni, M. (2012). *Improving student's reading comprehension through the combination of pair work and STAD model*. (Unpublished thesis). University of Islam Malang, Malang.

